



# WASHINGTON STATE BOARD OF EDUCATION

OLD CAPITOL BUILDING • ROOM 253 • P.O. BOX 47206 • 600 S.E. WASHINGTON • OLYMPIA, WA 98504-7206

## **Exempt Recruitment Announcement**

### ***Policy Director ~ 1 year appointment pending future funding***

*Opens: December 1, 2006 ~ Open Until Filled ~ Applications will be reviewed upon arrival*

### **State Board of Education Profile:**

The State Board of Education is authorized by the Washington State Legislature to provide advocacy and strategic oversight of public education; implement an accountability system that results in improved student learning; and provide leadership in the creation of a system that personalizes education and respects diverse cultures, abilities and learning styles. The Board also promotes achievement of the goals of Washington's Basic Education Act, approves changes in the scores needed to meet the standards on the Washington Assessment of Student Learning (WASL), and will be responsible for implementing selected policy recommendations of the Governor's Washington Learns Committee.

The Board's roles and responsibilities were changed significantly in the 2005 Legislative Session and were further amended in the 2006 Legislative Session. Prior to the change, the Board was required to administer a multitude of tasks and programs from school district boundary adjustments to oversight of school construction and accreditation.

The Washington State Board of Education is comprised of sixteen members. Five members are elected regionally by representatives of local school boards; seven are gubernatorial appointees. The Superintendent of Public Instruction and one private school representative also serve. In addition to the fourteen voting members, the Washington Association of Student Councils selects two high school members for Board appointment. The new Board met for the first time in March 2006.

### **Vision:**

The State Board envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

### **Role:**

The Policy Director will report to the Executive Director. This position will provide expertise on problem formulation, research design, data and fiscal analysis, presentations, report writing, grants management, and contract monitoring. The first year of work will be focused on creating a meaningful diploma based on the skills and knowledge students need to enter the world of work and college upon high school graduation. The policy director will help hire and manage consultants used to perform work for the Board in the areas of mathematics and science.

The Policy Director will also assist with a public outreach campaign to share information with parents, educators, and other community members on proposed changes for high school graduation. The position requires well-developed quantitative, analytical, oral/written/electronic communication, and interpersonal skills

### **Principal responsibilities:**

- ◆ Assume primary leadership for design and conduct research that relate to policy issues on a meaningful high school diploma and high school graduation requirements, personalized education, accountability and other topics under the State Board's purview.
- ◆ Analyze high school graduation requirements in other countries and other states.
- ◆ Work in collaboration with educational agencies and research organizations.
- ◆ Prepare publications and oral presentations for Board members, often in collaboration with other staff. Publications are written for a broad audience.
- ◆ Supervise contracts and contractors performing research for the Board.
- ◆ Work with the Board members and diverse stakeholder groups on select issues

### **Knowledge and Skills:**

To successfully perform this position's responsibilities, the successful candidate will possess the following skills:

- ◆ At least 6 years of professional work experience in research and program evaluation
- ◆ At least a Master's degree in education, public administration, psychology, or a related field
- ◆ At least one year of management experience
- ◆ Demonstrated ability to plan, coordinate, and implement complex research and program evaluations for educational issues
- ◆ Knowledge of K-12 standards, instruction and teaching practice at the high school level
- ◆ Knowledge of diverse student learning issues
- ◆ Knowledge of various research and evaluation methodologies
- ◆ Proficiency in spreadsheet, presentation, and statistical applications (such as SPSS)
- ◆ Excellent quantitative, analytical, oral/written/electronic communication, and interpersonal skills

### **Compensation:**

The annual compensation range for the position is **\$74,000 - 84,000**, depending upon qualifications. Washington State has a generous benefit package including health, dental and life insurance, retirement, and an optional deferred compensation program. You may go to [www.hca.wa.gov](http://www.hca.wa.gov) and [www.drs.wa.gov](http://www.drs.wa.gov) for more information on insurance benefits and retirement plans.

### **Application Process:**

- Submit a letter of interest.
- Submit a summary of qualifications as they relate to the desired qualifications

- Submit a resume including names of employers, dates of employment, salary history, Education and list a minimum of three references (one supervisor, one peer, and one subordinate).

Application information should be sent to:

**Kristin Collins, Human Resource Consultant  
Office of Superintendent of Public Instruction  
600 Washington Street Southeast/Post Office Box 47200  
Olympia, Washington 98504-7200**

**Voice/Message: (360) 725-6270; FAX: (360) 664-0567**

**E-mail: [Kristin.Collins@k12.wa.us](mailto:Kristin.Collins@k12.wa.us) Internet: <http://www.k12.wa.us>**

State Board of Education  
**APPLICANT PROFILE DATA FORM**

Completing this form will enable Washington State to assess the many talents and skills that are available throughout the workforce. To ensure equal employment opportunity, we ask your voluntary cooperation in responding to the questions below. This information will be treated as confidential, and will be available *only* to authorized personnel. Please review the Affirmative Action Definitions below.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1.** What race or culture do you consider yourself? *If you are more than one race, please circle "Other Race."*

Aleut	Cambodian	Filipino	Hispanic	Korean	Spanish
Asian	Chinese	Guamanian	Indian	Laotian	Vietnamese
Black	Eskimo	Hawaiian	Japanese	Latino(a)	White

Other Race (specify/indicate race or culture): \_\_\_\_\_

If you are more than one race, also circle "Multi-Racial" and indicate your preference for Affirmative Action purposes:

Multi-Racial: \_\_\_\_\_

**Affirmative Action Preference**

---

**2.** Are you?    Male    Female

**3.** Have you ever been on active duty in the U.S. Armed Services?

Yes (if circled, see 3a and 3b)    No

**3a.** Dates served: from: \_\_\_\_\_ to \_\_\_\_\_

**3b.** Are you a disabled veteran?    Yes (\_\_\_\_%)    No

**4.** Do you have any physical, sensory, or mental condition that substantially (rather than slightly) limits any of your major life functions, such as: walking, speaking, seeing, hearing, breathing, working, learning, caring for oneself or performing manual tasks?    Yes    No

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_    Signature: \_\_\_\_\_

**Affirmative Action Definitions**

---

**American Indian or Alaskan Native.** A person with origins in any of the original peoples of North America and who maintains cultural identification through documented tribal affiliation or community recognition.

**Asian/Pacific Islander.** A person with origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. For example, China, Japan, Korea, Pakistan, the Philippine Republic, and Samoa.

**Black/African-American.** A person with origins in any of the Black racial groups of Africa.

**Hispanic.** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race. For example, persons from Brazil, Guyana, or Surinam would be

classified according to their race and would not necessarily be included in the Hispanic category. This category does not include persons from Portugal, who should be classified according to race.

**White/Caucasian.** A person with origins in any of the original peoples of Europe, North Africa, or the Middle East.

**Disabilities.** For Affirmative Action purposes, people with disabilities are persons with a permanent physical, mental, or sensory impairment which substantially limits one or more major life activities. Physical, mental, or sensory impairment means: (a) any physiological or neurological disorders such as mental functions; or (b) any mental or psychological disorders such as mental retardation, organic brain syndrome, emotional or mental illness, or any specific learning disability. The impairment must be material rather than slight, and permanent in that it is seldom fully corrected by medical replacement, therapy, or surgical means.

**Disabled veteran.** A person entitled to disability compensation under laws administered by the U.S. Department of Veteran Affairs for disability rated at 30 percent or more, or a person whose discharge or release from active duty was for a disability incurred or aggravated in the line of duty.

**Vietnam-era veteran.** A person who served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964, and May 7, 1975, and was discharged or released from duty with other than a dishonorable discharge.

---

Please assist our agency in its recruitment efforts by indicating how you learned of this career opportunity.

Recruitment Announcement

Website

Newspaper

Professional Magazine/Periodical

Employment Service Center

Other Website (please specify)\_\_\_\_\_

Job/Career Fair – Location\_\_\_\_\_

State Agency (office/location)\_\_\_\_\_

Other

Thank you for responding to our survey.